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ABSTRACT

The results of "Project Change in Liberal Education" (CLE), which was undertaken by 20 higher education institutions with support from 10 other institutions, are summarized. The project is an intensive effort to develop and evaluate alternatives to traditional patterns of teaching and learning in undergraduate liberal education. The CLE network is based on the following principles: integration of the purpose, form, and process of liberal learning; a sense of shared values and purposes; and acceptance of individual differences in expectations and ability. Task forces have focused upon: alternative curricula for liberal education (especially interdisciplinary and competency based education); liberal education for work and leisure; liberal education for values and human development; liberal education for nontraditional learners; change strategies and educational futures; management of change and faculty development; and evaluation of liberal education. The CLE network develops a larger pool of experience and skills than that available at any one institution, creates an active learning environment through the exchange of information, and opens exploration of alternatives. Selected program descriptions are presented in condensed form to illustrate the range of available choices. (SW)

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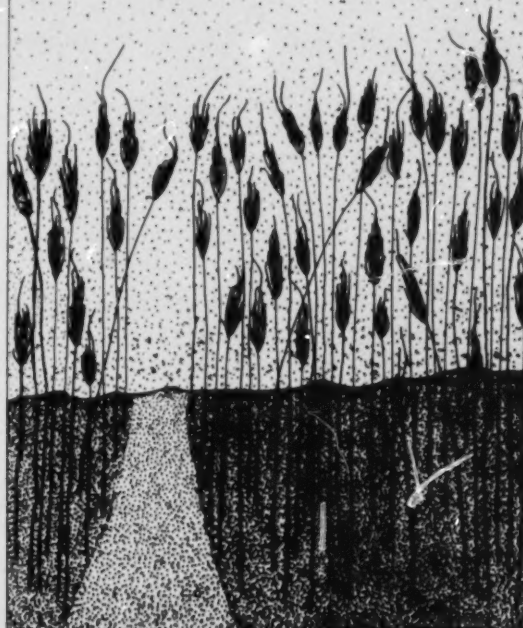
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CHAIN OF CHOICES, PATHS OF INQUIRY

Renewal of Liberal Education

EXECUTIVE SUMMARY

By Francis J. Wuest

Change in Liberal Education

An action-research project
for the renewal of undergraduate liberal education

Sponsored by

*American Association of Community and Junior Colleges
American Association of State Colleges and Universities
American Association of University Professors
Association of American Colleges
National Association of State Universities
and Land Grant Colleges*

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PREFACE

Project Change in Liberal Education (CLE) is an intensive effort to develop and evaluate alternatives to traditional patterns of teaching and learning in undergraduate liberal education. It originated in the deliberations of the Commission on Liberal Learning of the Association of American Colleges during academic year 1972-73. Four other national associations became co-sponsors: the American Association of Community and Junior Colleges, the American Association of State Colleges and Universities, the American Association of University Professors, and the National Association of State Universities and Land Grant Colleges. Together, the five sponsoring associations sought and received endorsement and funding for three years from the Carnegie Corporation of New York.

CLE's appointed Policy Board was composed of two representatives from each of the five associations and representatives of the general public. In March 1974, the Policy Board distributed a *Prospectus* for the project throughout the membership of the sponsoring associations. It analyzed some of the long-standing problems and weaknesses of conventional liberal education and suggested some of the principles that might be useful in dealing with them. The Policy Board and sponsors hoped this would encourage colleges and universities to take seriously the challenge of making themselves flexible and responsive to changing circumstances. Of more than 200 colleges and universities responding to the *Prospectus*, 20 were invited to participate in the project.

Recognizing that the diversity of institutions in the world of American higher education could not be responsibly served by a doctrinaire approach, the Policy Board insisted that the project be guided by a "bubble-up" rather than a "trickle-down" principle. The variety of institutions participating in the project and the alternative curricula they have created, demonstrate how faithfully this principle was followed. As a consequence of this approach, the results of the project set forth in this summary touch vital areas for everyone in American colleges and universities concerned about liberal education and its renewal.

The accomplishments of the participating institutions and of the network of task forces they created to deal cooperatively with common issues and problems are significant. The Policy Board, therefore, commends the accompanying summary of the project's results to your attention. For those who wish to have a full report on programs of particular interest to them, more detailed reports and case studies are available at the headquarters of the project.

Members of both the Policy Board and the staff have found it a privilege to serve the community of higher education. We are grateful to the Carnegie Corporation for this example of its abiding concern for the strength and viability of American education.

Mark H. Curtis
Chair, Project Policy Board

Participating Institutions

Antioch College, Yellow Springs, Ohio
 Austin College, Sherman, Texas
 Bennington College, Bennington, Vermont
 Bowling Green State University, Bowling Green, Ohio
 Brigham Young University, Provo, Utah
 Colegio Cesar Chavez, Mount Angel, Oregon
 College for Human Services, New York, New York
 College of Saint Catherine, Saint Paul, Minnesota
 East Texas State University, Commerce, Texas
 Empire State College, SUNY, Saratoga Springs, New York
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 Fort Valley State College, Fort Valley, Georgia
 Albany State College, Albany, Georgia
 Savannah State College, Savannah, Georgia
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INTRODUCTION

Change in Liberal Education has a point of view. It seeks to foster diverse alternative programs of liberal education carefully planned and organized as immediate, direct responses to the following issues:

1. Organization of knowledge which more adequately reflects the interconnectedness of human experience and the systemic nature of the world, and which exhibits an awareness of and dependence upon the multiple modes of knowing.
2. Educational experiences which help students acquire patterns of thinking and understanding which contribute to their capacity to shape purposefully our physical and social world in our time, while developing in them a sense of calling, in which life and career are integrated.
3. Programs for faculty development and self-renewal designed to support sustained, effective involvement in the change process.
4. Concurrent alteration of the fundamental structure, function and organization of the higher education system as needed to support and sustain change in liberal education.

With that statement in the Change in Liberal Education *Prospectus* in March 1974, people at colleges and universities were invited to respond with their idea for an alternative curriculum based on their awareness of the state of liberal education, and of their own institutional mission, goals, values and resources. We hoped for, and found, a solid demonstration of the broad concern for renewal of liberal education. Each participating program included a sound idea responsive to the project rationale, a plan for action, and a statement of institutional commitment from faculty, the president and governing board.

This report summarizes the lessons from the first three years of Change in Liberal Education. In this national project, hundreds of faculty members, administrators and students at 20 institutions have attempted to create alternative programs of undergraduate liberal education. There are now more than 17,000 students enrolled in their new programs. Many people from 10 other colleges have served as resources for the first group, drawing on their personal experiences with renewal of undergraduate education.

This summary, from the perspective of the project director, reports major conclusions drawn from analysis of what has been done at CLE institutions and in the project itself. I have focused on liberal education and curricular development, the process of constructive change in programs and institutions, and how a project like CLE can serve as a catalyst for change.

All of this will be explored in greater depth in forthcoming CLE reports. Here, I summarize principles for action gleaned from the total experience of the project. Selected program descriptions are presented in condensed form as a sample of the range of choices before us. Principles and programs together outline directions for future inquiry — a CLE agenda for renewal of liberal education.

The dedication and hard work of many people in the CLE institutions and on the project staff and the support of the sponsoring associations and Policy Board made this report possible. To all of the people who are part of Change in Liberal Education, my thanks.

Francis J. Wuest
Project Director

Washington, D.C.
Spring, 1977

SOME CLE PROGRAMS: STEPS TOWARD RENEWAL

A public two-year college creates a degree program combining education in agricultural science with an interdisciplinary liberal education core. The faculty organizes the curriculum around the ecological, social, and humanistic implications of the world food problem. The program serves both students pursuing careers in agricultural science and those working toward a sustainable state in self-subsistence farming.

— Mendocino College, Ukiah, California

A liberal arts college designs a curriculum integrating work and liberal education. All faculty, administrators and students do productive work for the community as an integral part of their liberal learning. The college also offers a unique grounding in the culture of Appalachia and in the cultures of its international students who make up over a quarter of this small college.

— Warren Wilson College, Swannanoa, North Carolina

Groups of eight senior faculty with 125 students from the heterogeneous population of a large, public university explore contemporary problems from interdisciplinary perspectives. By this means, the students complete their general education while linking the wisdom of the past to problems of today. The intensive freshman and sophomore program provides a sense of place and relationship as the foundation of a learning community on this urban campus.

— Temple University, Philadelphia, Pennsylvania

A church-related college for women seeks to create a curriculum responsive to its changing role and mission. Its members participate in value-oriented planning which encourages deliberate invention of their individual and collective futures.

— College of St. Catherine, St. Paul, Minnesota

A regional state university creates a New Center for Learning. This separate administrative unit offers an interdisciplinary program of general education, bridging the gap between vocational education and the liberal arts. It emphasizes development of personal qualities and skills by encouraging students to assume responsibility and take initiative in determining their own learning.

— East Texas State University, Commerce, Texas

A group of regional state colleges, responding to a pressing need, develop programs to integrate basic education in reading, writing and mathematics with liberal education requirements. To help solve problems before the college level, this program includes an outreach effort to assist with teacher training and counseling in area high schools.

— Albany, Fort Valley and Savannah State Colleges, Georgia

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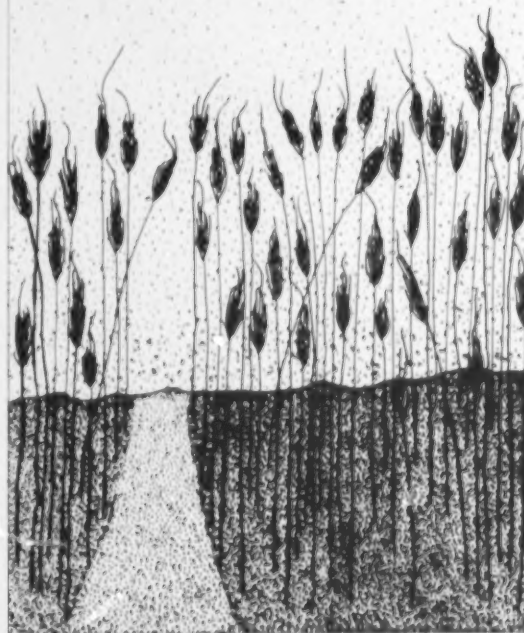
Change in Liberal Education (CLE) is a network of people -- people dedicated to the continuing renewal of liberal education, people who care about teaching and learning and about the institutions within which they live, work and learn. They are committed to action now, accepting the inevitable risks that entails. They are not unusual.

Throughout American higher education there are many people like those at these 30 institutions confronting the same challenges, seeking systematic change for the better in the quality of undergraduate education.

We in CLE seek renewal of liberal education rooted in the actions of those who give the curriculum life in a particular institution. Theoretical models are desirable, useful guides in our search for alternative curricula. How to choose among curricular alternatives and how to translate them into practice within the social, economic and political reality of a particular institution are pressing problems which we share. We have sought to escape unnecessarily restrictive approaches to renewal of liberal education which limit the scope of inquiry and lead to uniform results. By integrating broad theoretical issues and narrow practical detail, we have attempted to confront the dynamic interaction of liberal education with society and with individual and institutional change.

The programs at CLE institutions demonstrate that liberal education can be done and is being done well in many different ways. These programs are distinctive in a particular way; they exist, where once they did not. Ideas have been translated into practice with hard work, often at high personal cost. All kinds of people, including many senior, tenured faculty and academics with the usual disciplinary training, have been part of the effort. Most have experienced difficulty in starting. Some have blundered, but they have bounced back with a wry laugh. Error is a likely consequence of any action which departs from the predictability of habit. It is also the basis for continuous learning from experience. By embracing error, those who seek renewal embody fundamental principles of liberal education. Through action in the present they are learning how to build from the strengths of the past toward freedom and improved quality of life in our time.

"Liberal education and its renewal are paths to personal growth. Learners who follow either path open themselves to change. That experience is their challenge."



Seeing the implications of that relationship clearly and acting in accord with that vision is the key to renewal. Theoretical models of liberal education reflect concepts of the nature of humanity and of society, what it is to be fully human and to be an effective citizen rooted in one's culture. From among competing models we must choose those to be given life in a college in the present. Systematic exploration of the many feasible ways to bridge the gap between a particular idea and reality is necessary. Because this exploration is always conducted by people, with people, within a living institution we must support it with better understanding of the process of change. In the search, we, the searchers, open ourselves to change. Thus, the circle is closed.

Liberal education is that learning which sustains continuous self-renewal of liberated learners individually as whole persons and with others as members of organizations and as citizens. The process of liberal education is a process of continuous self-renewal. Learning to participate fully in it is a necessary goal for all of us. The performance of hundreds of people at the institutions in *Change in Liberal Education* demonstrate that it is attainable.

In CLE we show many ways in which people can become liberal learners and we demonstrate the range of problems to be solved in doing so. We have also extracted principles of practical strategies specifically for change in liberal education. Enacting them is demanding. Success is not guaranteed. The first step is to realize that attempts at curricular renewal and related instructional change are not reckless leaps into the unknown. They can be done successfully in any kind of institution in accord with its particular characteristics.

Learning how better to initiate and sustain creative change in liberal education is one purpose of CLE. Analysis of the creative act in the project institutions is the means to this end. That encompasses the processes, tools and skills used to move from the idea for curricular renewal to an alternative educational program brought to life in the behavior of students, faculty and administrators at a particular college. Identifying principles of change strategies and gaining insights into aspects of institutional life which warrant special attention by those attempting curricular renewal are the fruits of our effort.

From the collective experience at the CLE institutions, more effective and less costly strategies for planned change can be developed. For now we mention some key features. Effective change strategies systematically link curricular renewal to institutional characteristics and mission. They are based on evaluated action in a climate supportive of change. They are open and participatory. They use a team approach to planned change. They are rooted in political support by moderate members of the institutional community. They are integrated into institutional life.

Motivation, energy, time, agents of renewal, institutional characteristics and the influence of external forces are the most significant factors which influence the process of change. In the order of significance experienced in CLE, here is a brief look at each of them.

Motivation. Movement toward renewal starts when individuals are sufficiently motivated to accept its risks in order to obtain its rewards. Four motives seem most prevalent among those who seek change: competition, profit, survival and idealism. Those who oppose change are equally motivated, but toward different ends. Yet, in higher education, we too frequently suppress the open exploration of motives, either artificially separating ideas from motives or assuming that everyone is dedicated to the same good. Examination of underlying motives can lead to better understanding of the interpersonal behavior which facilitates or inhibits change. With a clear sense of the positive and negative forces which energize both those who seek change and those who do not, it is possible to respond to the needs and desires from which the motives arise.

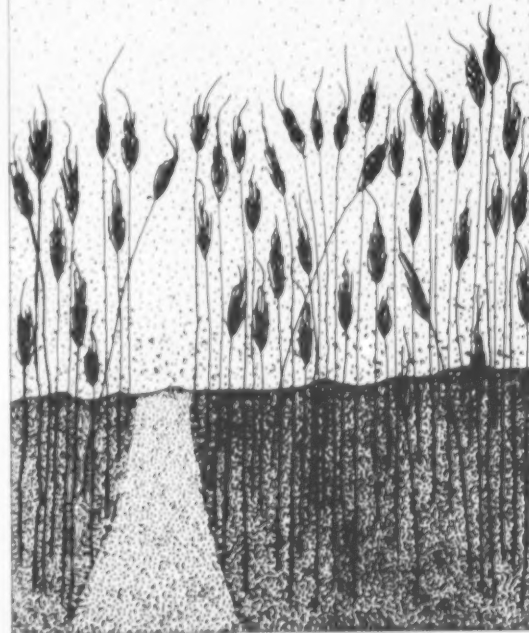
Energy. Change requires the redistribution of energy within an organization. Transformation not only changes internal relationships but also alters relationships across an organization's boundaries to other organizations. Change and transformation require the effective use of energy through time to achieve this redistribution. From our observations, energy demanded for curricular renewal includes, in order of importance: personal commitment; ideas, information and skills; political and moral support; and money.

Time. Expenditure of energy and use of time are intertwined. Time is important for its effects as duration. Change in the liberal education curriculum, because it touches the core of an undergraduate curriculum, usually requires greater time for full development and evaluation than is expected. Guiding the process of change is exciting and challenging. For each person involved, it is also a complex, demanding task with uncertain results. The intensity of the experience cannot be endured alone, for as long as is usually required, without relief.

Time is also important for its cyclical effects. There appear to be fixed periods in the academic year (mid-August to mid-November, late-January to late-March, May to late-June) during which faculty members can be engaged intensely in activities as demanding as large-scale curricular renewal. Planning for change must accommodate the effects of both aspects of time on those involved while developing ways to use time more effectively.

Agents of renewal. Ultimately, renewal is dependent on the people who start, lead and sustain the process. CLE institutions found people with the potential in all roles at all ranks. Senior tenured faculty, younger faculty, students, administrators, trustees and support staff are all active as agents of renewal. In addition to their commitment to action, distinctive characteristics of those likely to be successful are: vision, leadership, administrative skills/political wisdom, communication skills, and decisiveness/good judgment. Not every person willing to be active will possess them all. Necessary skills, however, can be learned. A team approach to renewal offers the advantage of lightening the demands on all participants. It is the ideal way to gather the necessary skills, to provide a learning environment for skill development, and to build a broader base of support. Students, we have found, are invaluable additions to teams for curricular renewal, because of the different ideas and perspectives, the energy and vitality they bring to the task.

"Too often, we limit what can be taught, how and by whom. Encapsulation of teaching and learning by any means — ideological, psychological, political or administrative — blocks renewal. There are always other choices."



Institutional characteristics. People who become agents of renewal must contend with institutional characteristics. Size, organizational structure and attitude toward change are those which most influence curricular change. Size in itself neither blocks nor facilitates the process of change in all situations. It can block and facilitate different kinds of change in different ways at large and small institutions.

In large institutions, psychological space can be found for programs which are small relative to institutional scale and thus less visible. A program of the same size in a smaller institution is clearly visible and may be seen as aberrant or controversial, something to be controlled. On the other hand, large-scale change is much more likely to be limited by the complexity and high inertia of the socio-political climate of a large institution. In smaller institutions, extensive curricular reform is less difficult, given strong visible support of the top administration and skilled agents of renewal.

Most colleges and universities are designed to preserve the existing internal distribution of energy, not to support change in it. Nonetheless, organizational patterns of decision-making, governance and communication, which are more conducive to change, do exist. Finally, some colleges which move relatively easily toward renewal are aided by a climate in which change is accepted as a natural phenomenon to respond to constructively. A positive institutional attitude toward renewal can be cultivated.

External forces. Some allege that forces external to the campus are major obstacles to change. The CLE experience does not support that argument. A change strategy carefully planned, directed and evaluated within the institution, seems to overcome most external impediments. Unclear purposes, scattered attempts to innovate and misdirected or wasteful programs justifiably draw criticism and increase vulnerability to external influence. Cumbersome state budgetary procedures, some governmental decisions, and the actions of a variety of community groups can cost time and energy beyond that required for program development alone. They are not, however, major obstacles to systematic, planned change, especially that which is carefully and openly evaluated.

Change in Liberal Education started by agreeing not to agree. In our attempts to define the curriculum for liberal education we in higher education have never reached consensus. Attempts to establish a simple definition applicable everywhere usually results in statements of general purpose remote from the experience of the faculty, students and administrators on any one campus. To insist that the creation of alternative curricula start with consensus regarding the purpose, form and process of liberal education limits the likely outcomes. We in CLE accept that American colleges and universities are, when treated as a whole, more alike than different in regard to their societal roles, values, governance, administrative structure, teaching/learning practice and most other central characteristics. Similarity in this sense is the point of departure in any search for alternative curricula. To reach that goal we must rise above the forces which produced the similarities in the first place. That led us to start our exploration within institutions.

Liberal education is, fundamentally, that education which is liberating for the particular learners in a particular college. Creation of a viable curriculum raises these questions: What are you trying to accomplish with your liberal education program, for whom, by whom, by what means, defined by what shared values and purposes? Precisely, what curriculum best meets your objectives and what must you do to create it? Finally, how will you be able to judge its merit and effectiveness?

Thirty colleges working together in the CLE Network have been making that inquiry while creating alternative curricula for liberal education responsive to their particular needs and resources. Their programs are disparate; different faculty and administrators have created them with and for different students. They have quite varied emphases including, among others, liberal education for adult learners, for the bilingual and bicultural, for those who are deficient or excellent in language and/or mathematical achievement, for seekers of social change, for those preparing to work, to seek professional education and to enter the academic world, for those from more limited cultural experiences and for those who share particular religious beliefs and practices.

Differences in purpose and lack of broad consensus on a general definition of liberal education among these colleges are logical consequences of their diversity. The search for clarity of purpose within each institution must go on. It establishes a frame of reference to guide renewal beyond aimless tinkering or cyclical revision. Curricular renewal of liberal education requires more than consensus. Purposes have to be linked to theories or models and theory translated into practice. To make those transitions, we must solve other problems.

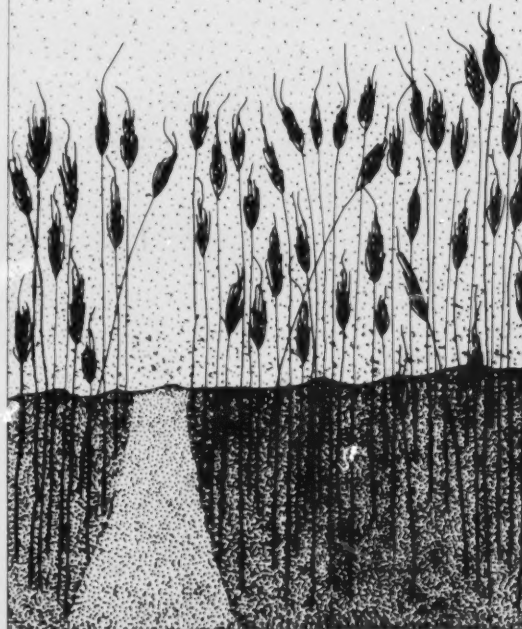
Ideas regarding possible forms and processes of liberal education flow freely. Finding them is not really a problem. With minimal effort we can gain access to ideas and to the debates about their merits. To do so is important. Yet, in bringing a new curriculum into being, ultimately, we must stop the debate and make choices. Often we make our final choice from among alternatives which are unclear and of uncertain effectiveness. Compromise on a foundation of unexamined purposes and shared uncertainty is not the only way to reach a decision. Learning from evaluated action is another.

Colleges and universities are, however, seldom designed and funded to support systematic development and evaluation of alternative curricula, even where there are people willing to try. Grants to support development are often temporizing solutions which provide initial impetus but rarely support substantive structural change. There is reluctance to depart from past practices, even if they are unevaluated. Different approaches to learning, teaching, curriculum design and organizational structure are casually taken up, and, as casually, dropped. Obstacles to renewal of liberal education, even when there is agreement about purpose and purity of motivation, arise from clashes over the choice of alternatives and of criteria and procedures by which they are to be selected. Unwillingness to engage in sustained inquiry into the relative merits of the choices before us and of alternative ways of enacting them perpetuates these obstacles.

It is quite possible to outline an alternative curriculum for liberal education in a few hours of deliberation and announce that it will be created. It is another matter entirely to plan, develop, implement and evaluate a complete curriculum so that the alternative is enacted with demonstrable effect.

The latter is what the CLE institutions have attempted. In doing so, they have learned that they must assess the needs and expectations of the students to be served by the program and design teaching/learning practices which permit these particular students to fulfill both their objectives and those of the program. New forms of

"There are people in many places who, by the way they work and learn, are defining liberal education. Both their methods and their results may be quite different from those you embrace. You can learn from each other."



SOME CLE PROGRAMS: STEPS TOWARD RENEWAL

At a regional state university, a learning community of freshmen and faculty members explore critical periods in the development of civilization. Their different modes of learning include wilderness experiences and simulation gaming, concluding with an imaginative exploration of the future.

— *Moorhead State College, Moorhead, Minnesota*

An urban, church-related university develops an interdisciplinary core curriculum for its undergraduate program and a competency-based degree program for older, non-traditional learners. With the recent innovations, the administration and faculty now seek to create a coherent, anticipatory system for the management of change in the face of the steady-state.

— *Oklahoma City University, Oklahoma City, Oklahoma*

A college created by Chicano farm workers to serve their community, develops a bilingual-bicultural liberal education. Advising, governance and all aspects of the college are based on concepts drawn from their culture.

— *Colegio Cesar Chavez, Mt. Angel, Oregon*

A large private university seeks to restore appropriate emphasis to general education by defining the competences expected of its graduates. Then, independent of courses and final examinations, faculty members design evaluation through which students demonstrate their mastery. The system is reinforced by a unique academic "audit"; departmental and college contributions to general education are assessed as part of budget decisions.

— *Brigham Young University, Provo, Utah*

A college is created to challenge traditional study and credentialling for the helping professions. Structuring professional education to meet the needs of the emerging human service society, it prepares professionals for effective performance by linking theory and practice for improved quality of life.

— *College for Human Services, New York, New York*

An autonomous two-year campus of a large state university is designed to serve adults exclusively. An interdisciplinary core fulfills liberal education requirements while responding to the needs and expectations of the program's clientele.

— *Merrimack Valley Branch, University of New Hampshire, Manchester, New Hampshire*

A small private college revises its core curriculum to emphasize values with a focus on interdisciplinary problems. By this means, the faculty hope to reaffirm the goals of this college — education with a clear sense of values for life and work in today's world.

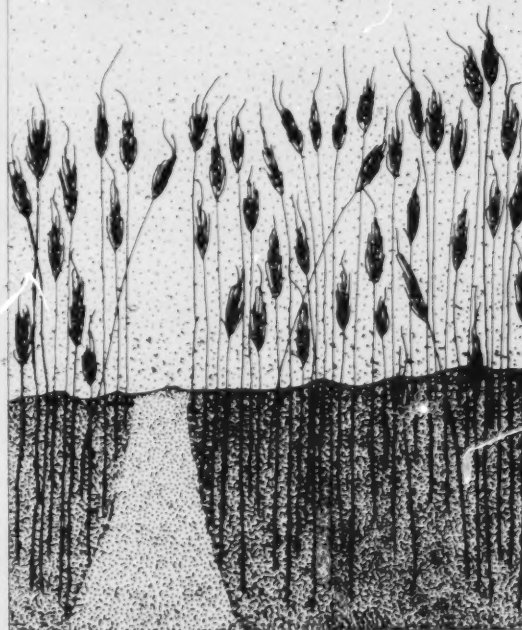
— *Incarnate Word College, San Antonio, Texas*

teaching/learning often require that faculty members work together in relationships new to them with serious discussion of the foundations of teaching and learning in a combination of subject matters. Faculty may have to compromise on content, on the appropriate mix of learning experiences, and on the blending of different people with different academic training into a coherent program for the learners. In a limited time, they must often acquire knowledge and skills in many different areas new to them.

Doing this job well requires that faculty become co-learners. The interrelationships of disciplines in liberal education and the problems to be solved in creating an alternative curriculum demand that faculty leave the comfort and familiarity of their own academic training for exploration of new territory. Administrators must facilitate the work of faculty by creating a supportive climate, usually with limited resources and often in the face of opposition. All of this activity takes place in the dynamic flow of an institution which itself operates in the broader context of a changing society. Regardless of how well the participating administration, faculty and students develop their program they are immersed in social, political and economic events over which they have limited control. Thus, those who seek renewal must solve significant intellectual and pedagogical problems while coping with the reality of contemporary life.

Two principles are fundamental to the CLE strategy to facilitate renewal of liberal education. First, root the movement for renewal in people at particular institutions where there is commitment to a realistic exploration of alternatives through repeated cycles of action, evaluation, reflection and choice. Second, treat the creation of alternative programs of liberal education as an exploration of alternatives open to participation by students and representatives of the broader community served by the institution with help from a network of people from other colleges. From the experiences of a variety of institutions using these two principles, Change in Liberal Education attends to many of the central conceptual and practical issues facing those who wish to renew liberal education in undergraduate colleges today. That is demonstrated by new curricula in CLE institutions.

"Renewal of liberal education, as in all forms of creativity, demands discipline. Because it is done with others in a particular institution, it also demands love, caring and mutual support."



Activity within the CLE Network provides another view of liberal education. Participants formed task forces from which they could draw sustenance and enjoy the satisfaction of supporting others while focusing on the search for solutions to specific problems they share. Each of these task forces is a problem-solving network. Their members avoid the short-lived stimulation of debate for debate sake on the nature of liberal education in its totality, and the deadening wrangles over superficial nuts-and-bolts issues which often fill the time of those planning and developing alternatives to existing programs.

Four task forces focus on substantive issues in liberal education:

- Alternative curricula for liberal education (especially interdisciplinary and competency-based/education)
- Liberal education for work and leisure
- Liberal education for values and human development
- Liberal education for nontraditional learners

Three task forces focus on issues related to the process of change:

- Change strategies and educational futures
- Management of change and faculty development
- Evaluation of liberal education

Taken together, these task force topics form the warp and woof of the "fabric" which is liberal education.

Having experimenting institutions work together with more traditional ones in the CLE Network yielded insights into the immediate future of liberal education. Much that is good from educational reform of the late 60's and early 70's is being widely adopted with general acceptance. At the same time, some experimenting colleges are less prominent, in part because the rest of higher education has found their approaches acceptable. They are, however, already grappling with new problems. By jointly exploring unfinished and new business, the CLE task forces have created an agenda for renewal of liberal education which goes beyond these 30 institutions. In it are the seeds for the next wave of experimentation.

The problems which attracted immediate attention, those for which task forces were formed, are but the tip of the iceberg. The questions they raise go deep and wide, touching on much of what needs to be done in renewing liberal education. Problems not confronted directly are equally significant. For example, there was no great interest in curricula with special emphasis on student development. Formal programs of faculty development were not a major concern. Yet, participants in project meetings frequently discuss informally, and intensely, the relationship between their work as liberal learners and personal fulfillment, improved quality of life, the search for community, and other questions of human development. Likewise, few of the 30 institutions considered working with alternative ways of knowing. Yet, the group explored topics such as humanistic education, body movement, improvisational theater and simulation games, right hemisphere learning, and related topics whenever someone knowledgeable was available. The CLE experience suggests that artificial separations continue to exist between theories of liberal education and their application and between curricula for liberal education and the wholeness of life.

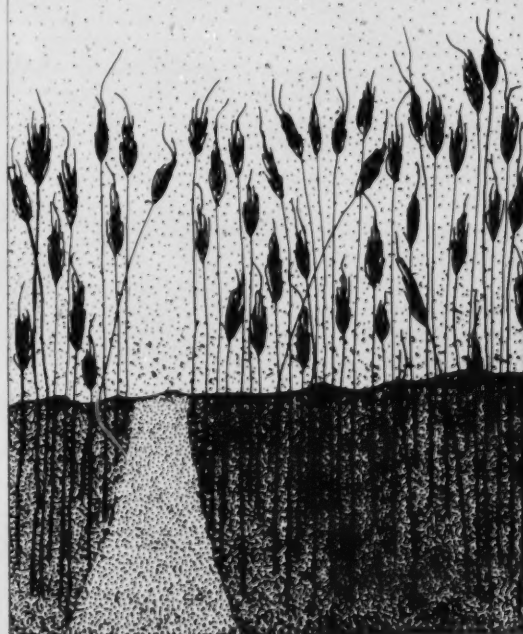
The agenda for renewal developed from the work of the CLE Network is designed to bridge those gaps. In broad outline, it is based on these principles. Renewal of liberal education requires integration of the purpose, form and process of liberal learning. We must learn how to achieve that integration within individuals and among teachers and learners whatever their role within an institution. Whole-person learning by everyone who is involved is an important condition for continuous renewal. A sense of shared values and purposes is a strong foundation for renewal; it must be tempered by acceptance of individual differences in expectations, ability and needs within institutions and of diversity in purpose, form and process among institutions. Development of curricula for liberal learning must become consciously future-responsive, building from the wisdom and values of the past through individual intentions toward improved quality of life throughout our world in our time. The CLE agenda suggests that learning through evaluated action in the present is the path to individual development and institutional renewal. Growth stimulated by active learning is essential to the creation of alternative curricula for liberal education, as it is also the outcome of liberal learning.

The hoped-for outcome of renewal, theories of liberal education connected to practice and curricula connected to life, cannot be achieved once and for all. As society and liberal education change, those who profess their concern for the quality of liberal education will have to press onward in an open search for the means to sustain continuous self-renewal. Integration of the purpose, form and process of curricula for liberal education within a specific institutional context is always the desired goal. Liberal learning, problem-solving and evaluation of our efforts are means to that end. That is difficult work requiring concentrated effort by people capable of critical thinking and practical action. The search for solutions to the thorny problems we face require time, energy and personal commitment. No less is demanded if liberal education is to be the force it can be in enhancing the life of all citizens in today's changing world.

The CLE Network is designed to support this work among its members. It is a network for renewal based on active learning. It does not cause change; that must take place within an institution. It can serve as a catalyst or facilitator, overcoming the major obstacles to change: fear of loss, insistence on absolute certainty and self-satisfaction coupled with intolerance. It does so by supporting collective, active inquiry in the following ways:

- It develops a larger pool of experience and skills than that available at any one institution.
- It can focus on searching for information and creating opportunities for learning responsive to the needs of participants through the work of the project staff, while the institutions themselves focus on development of their own programs.
- It creates an active learning environment in which institutional participants, including those more experienced with change, gain by giving and receiving information.
- It opens exploration of alternatives for which an institution may not be ready, but which help expand the experiences and capabilities of individuals who participate, preparing them for future renewal.
- It stimulates mutual support by bringing together a group of people with shared purposes and similar attitudes toward change.

"A chain of choices among uncertain and unclear alternatives faces us. By adapting principles of liberal learning to our purposes, we can identify promising paths of inquiry. From our own experience in the search, we can construct maps to guide ourselves and others toward renewal."



- It supports mutual accountability and a climate of friendship in which generalities, evasion, unfounded conclusions are challenged.
- It serves as a powerful legitimizing force on the local campus through the combination of national sponsorship and association with a range of institutions.
- It is a classic example of synergy as a consequence of the combined effects of these characteristics.

A network for renewal demands attention to design if its potential is to be released. Its purposes are information sharing, joint problem-solving and collegiality. Meeting these objectives in response to the organic nature of renewal of liberal education requires that the design be flexible and adaptable. During its first three years as a project, CLE itself underwent major changes in structure and function that were designed to meet changing conditions. Its decision-making, governance and communication systems permit continued evolution. Information is shared broadly through the *CLE Bulletin*, a kind of community bulletin board, through person-to-person exchanges, team visits to observe well-developed programs and resource directories on topics of special interest. Task forces regularly sponsor problem-solving workshops which energize, stimulate and enlighten participants for more effective performance in their program at home. Peer consulting and pooled use of professional consultants have also been effective.

This abstract marks the close of the initial phase of CLE. Task force reports, resource directories, institutional case studies and a more extensive report, *Renewal of Liberal Education: A Primer*, are available. More importantly, many of us who have been active in CLE from its beginning are continuing our relationship while opening it to others. As the CLE Network continues into the future, we hope to include many more like-minded persons in the design of a learning society based on the principles of the liberal education we have been seeking to create.

"A path between extremes leads to continuous renewal. Neither blind adherence to the practices of the past nor a wild chase after the novel will do. With clear visions of our intentions, we can define the paths to renewal of liberal education. With disciplined invention, we create our future."

